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Pamphlet 611-1

Personnel Selection and Classification

The Army Interview

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31 August 1965

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SUMMARY of CHANGE

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The Army Interview

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- o Any previously published permanent numbered changes have been incorporated into the text.

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Section I

Introduction

1. Purpose

This pamphlet presents the fundamental information and basic techniques required for the conduct of Army interviews. Its primary purpose is to improve the quality of the interview so that it will work to the best interest of the Army and the person being interviewed.

2. Uses

The procedures described in this pamphlet are general guides for use by all personnel who interview enlisted personnel. This includes individuals assigned to interviewing positions at recruiting stations, U.S. Army Reception Stations, training activities, transfer processing activities, U.S. Army returnee-reassignment stations, and U.S. Army overseas replacement stations and officers who are responsible for evaluating the qualifications of enlisted personnel in terms of Army requirements. The techniques described herein are considered to be minimal essential requirements for beginners and also standards by which experienced interviewers may evaluate their practices.

Section II

The Interview

3. Definition

a. The Army interview is a specialized pattern of verbal communication initiated for a specific purpose. This takes the interview out of the category of casual conversation or discussion for its own sake. Interviews normally are scheduled at an appropriate time and place to be free from distractions or disturbing factors. The interviewer is qualified and authorized to conduct the interview. He has a predetermined purpose that will affect the interviewee. The interviewer must create and maintain an atmosphere in which the respondent feels that he is understood and in which he is safe to communicate without fear of being judged or criticized. On the other hand, the respondent must be able and willing to assist in the accomplishment of the purpose.

b. The most common interview method used by the Army is the standardized or "patterned" interview because it is well adapted to recurring situations. Standardized interviews are used for evaluation of officer candidates, interviewing for assignment to special jobs, or interviewing for selection of leaders. The standardized interview involves the use of forms, such as an interview blank for recording impressions and a rating sheet when evaluation of the interviewee is required. Interviewers may be supplied a manual which describes the nature and purpose of the forms to be used and may outline, in some detail, the order of procedures to be followed. Rating sheets serve as guides to direct attention to important factors, insure that significant details are not neglected, and provide for systematic reporting. In addition to the specific directions supplied by the manual, the techniques of good interviewing as outlined in this pamphlet apply. Personnel assigned to conduct standardized interviews should be thoroughly familiar with the selection requirements of the area for which individuals are being considered as well as in the techniques of interviewing. Standardized interviews may be conducted by a board operating in formal session.

4. Purposes of interviewing

The primary purposes of interviewing are to obtain and furnish information. Other objectives are to evaluate the qualifications of individuals for maximum utilization of their skills in Army assignments, assist individuals in solving their personal problems, and through a businesslike and friendly manner, strengthen the individual's conviction that he belongs to an organization in which he is wanted and of which he can be proud. Ultimate values to be derived from the process will be dependent upon the skill and accuracy with which the interviewer conducts the interview. The interviewer thus aims to aid and motivate as well as to inquire and inform, and thereby to improve the individual's morale through a better understanding of his relationship to the organization of which he is, or will become a part.

5. Occasions for interviewing

Most Army interviews are conducted upon stated occasions in order that designated purposes may be accomplished expeditiously by means of mass processing. In general, the occasion for an interview is associated closely with personnel actions required to be taken at the time of, or immediately following, the interview. The principal occasions for which interviews are prescribed and their primary purposes are outlined in paragraphs 6 and 7.

6. Basic interviews

Each person who enters the Army is subject to a minimum of three basic interviews: initial, classification, and assignment. These three interviews may be called "basic" since the information obtained, the records prepared, and the decisions made at these times will affect the entire military career of the soldier and his usefulness for national defense. Because of their significance these interviews must be conducted with meticulous care and extreme accuracy.

a. *Initial interview.* The initial interview is conducted at the reception station or at the initial duty station. Its primary purpose is to get the facts relative to personal data, educational and occupational background, aptitudes, and

other specialized qualifications and to record these during the interview. At this time the Officer or Enlisted Qualification Record (DA Forms 66 or 20) is initiated, or data already recorded may be verified. This is the first step in the classification process. Although primarily concerned with obtaining and recording information, the skillful interviewer will ascertain from conversation and observation certain broad aspects of personality and limitations that are important for initial assignment. At the time of the initial interview, the interviewer gives as well as receives information. He should inform the individual that he will be classified and assigned to a military job or to training for which he is best qualified dependent upon Army needs. When conducted at an initial duty station, the interviewer should inform the individual concerning opportunities for training and advancement offered by the unit to which he has been assigned. Special categories of personnel, such as scientific and engineering, specialists, and potential leaders should be tentatively identified during the initial interview. The interview should be systematic but not routine.

b. Classification interview. The classification interview is designed to recommend further specific training, including selection for school attendance in accordance with allocation, relate changes in physical profile and/or mental qualification for reconsideration in training and assignment, offer opportunities for volunteer assignment and orient the individual toward acceptance of his assignment by showing him that it is the best of all possible assignments for him at the time. During this interview a careful check should be made of the soldier's basic qualification record, trainer recommendations, and other characteristics observable at the time of the interview. In some instances, additional supporting documents such as the transcript of academic credits, a detailed statement of work experience and the recommendations of former commanders must be evaluated. It is important that thorough consideration be given to all available pertinent information since any MOS awarded will be the primary consideration in subsequent assignments to Army jobs. Interviewers and commanders must be constantly on the alert for discovery, identification, and reporting of critically needed specialists in order that they may be earmarked and properly classified. Failure or neglect to perform this vital function will result in the loss of a highly desirable category of personnel. Special attention should be directed to all college trained personnel, graduates of accredited trade and vocational schools, persons who speak a foreign language—especially the Slavic and oriental languages—individuals who possess qualities of leadership, and others who have had years of experience or education in highly specialized fields, such as electronics, communications, and automatic data processing. Whenever such qualifications are apparent, the individual should be interviewed in detail to determine where his unique qualifications can be utilized to the best interest of the Army and the individual.

c. Assignment interviews. The assignment interview is designed to evaluate the military qualifications of the individual with reference to a specific duty position within the unit and to suggest, when appropriate, areas in which further training may be desirable. This interview should be conducted by the immediate commander of the unit to determine fitness for assignment. If this is impractical, the interview should be conducted by a classification officer or other personnel specialist who is thoroughly familiar with the military mission of the unit and the types of jobs performed by individual members of the unit. In addition, the interview provides a medium for establishing a personal relationship, and informing the individual concerning facilities for training and probable avenues for advancement within the unit. Exact duties to be performed by the individual and special requirements of the unit may be outlined in detail. This is the final step of initial classification.

7. Other interview situations

a. Preinduction interview. The preinduction interview is conducted at Armed Forces Examining and Armed Forces Induction Stations (AFEIS) to verify entries on DD Form 47 (Record of Induction) and other records already prepared on the inductee, identify and inform disqualified registrants, assist individuals to adjust personal affairs, and to give information regarding military service. It follows an orientation talk in which the purpose and significance of induction, the processing steps in which the registrant will participate, and the nature of the obligations that he will assume are explained. Since the procedure is the first introduction to military processing for most individuals, it is important that the interview be conducted in a manner to impress the individual with the fact that the military establishment operates with efficiency and dispatch and that attention will be given to his welfare consistent with military requirements.

b. Reenlistment interview. The reenlistment interview is designed to influence the soldier to reenlist. It affords opportunity to counsel, suggest, and assist individuals in making definite plans. Reenlistment interviews further provide an opportunity to extend encouragement, eliminate old grievances, develop self understanding and self-assurance. Prior preparation is essential for a satisfactory interview and will include collection of factual data concerning the individual. Reenlistment counseling will be conducted in accordance with the schedule contained in AR 601-280. The reenlistment interviewer will aid the individual in analyzing his own abilities, opportunities, resources, and present limitations. At this interview, individual problems should be resolved as far as practicable. The interviewer will insure:

- (1) Privacy.
- (2) An informal friendly atmosphere.
- (3) An effective display of reenlistment literature.
- (4) Access to all necessary material, directives, and other sources of information essential for interviewing and counseling.

c. Volunteers and applicants. Many individuals volunteer or apply for special types of duty or training. Such candidates must be interviewed to determine if they are qualified for the duty or training in question. Interviewing volunteers and applicants for special duty or training requires knowledge about the activity or training as well as

comprehension of the backgrounds and qualifications of volunteers and applicants. Prior to the interview, the interviewer should review in detail the educational and work experience of the individual as well as special attributes of character and personality as shown from his performance in prior assignments. It is important to determine whether or not the individual's assumed interest in an activity is based upon demonstrated or potential ability or upon some passing fancy such as a desire for self-glorification or the avoidance of hazardous duty. Such interviews are usually organized to focus attention upon the peculiar requirements of the special activity or training in relation to outstanding qualifications of the individual. The interviewer evaluates the data in order to assess the individual's fitness for the special duty or training.

d. POR interviews. Preparation for overseas movement interviews are designed to enable commanders to discharge their responsibilities for overseas movements. In general the POR interview provides information for individuals and units ordered overseas. It is also designed to insure that the individual's personal equipment, personnel records, and other documents are complete, current, and accurate. It requires a series of several interviews to assure that the individual is in readiness, to inform him of essential details of the trip, and to advise him regarding personal obligations he may have which may require attention before his departure. Similar interviews are required for personnel returning from overseas commands. Although primarily informative these interviews are concerned with the preparation of records and correction of deficiencies where possible. Meticulous care is required to protect the welfare of the individual and the interest of the Army.

e. Personal affairs interview. Personal affairs interviews are initiated generally by individual soldiers with personal problems. They are also conducted on stated occasions such as entry into the Army, prior to departure overseas, or upon transfer to a new station. This is one of the most flexible of all Army interviews due to the multitude of topics of a personal nature to be discussed with the average soldier as well as with individuals who have unusual and peculiar problems. A typical personal affairs interview is conducted to familiarize the individual with information contained in DA Pam 608-2 and to take actions to complete and process forms incident to allotments, purchase of bonds, income tax withholding exemptions, insurance, and/or other matters which the individual desires to discuss. Such interviews may involve a great variety of details depending upon the character of the individual and his previous history. Accordingly, the interviewer must be broadly informed and sensitive to the personality needs of human beings. Conduct of the personal affairs interview requires knowledge of interview techniques and methods and skillful application of this knowledge to the problems encountered by Army personnel.

f. Classification board. A classification board interview differs from other types of interviews in that the respondent is being interviewed by more than one individual. Normally, there are three people on a classification board. Classification boards are convened to decide whether or not a soldier is inefficient in the MOS currently held, recommend appropriate assignments for soldiers with physical limitations, and insure the proper utilization of personnel with unusual skills, e.g. a multilinguist, or a newly inducted skilled radar mechanic. The classification board action is a formal hearing at which the individual should be given every opportunity to present all the facts bearing upon his particular situation. He should have all of the assistance available from the personnel officer and unit commander for effective presentation of his case.

g. Separation interviews. The separation interview is conducted in the interest of the Army and for the benefit of the individual being separated from the service. Each individual, upon release from active duty, is interviewed to complete his Army records. A primary purpose of this interview is to provide the separate with information which will facilitate the transfer from military to civilian life. It follows an extensive and detailed orientation talk, the contents of which are prescribed by regulation. Specifically, the interview is designed to ascertain the individual's desire for further information about any aspect of the transfer to civilian life, to inform him concerning his rights and privileges as a veteran, to inform him concerning civilian readjustment so far as is possible in the limited time available, and to refer him to those agencies which render services incident to any problem of civilian readjustment he may have. This interview should be conducted in a manner to assure that the individual leaving active duty is fully aware of his reserve obligation, if any, and that he leaves the active service with a favorable attitude toward the Army. The interviewer must be exceptionally careful during the separation interview to avoid being drawn into a situation in which the interviewee desires to generally condemn the Army, the officer or NCO corps, or other facets of military life. However, at the same time the interviewer must be alert to any discernible trend indicating personnel management areas that require improvement.

Section III

How to Interview

8. General

Success in interviewing is attained by discovering, mastering, and integrating the many specific habits, skills, and techniques required to formulate clearly the purpose of the particular interview, to plan its course intelligently, and to carry through its successive steps. Proficiency in performing these phases of the interview can be acquired by formal training and practical experience. Because of the varying demands of the situation, the interviewing process must be flexible with due regard for the personal characteristics of the person interviewed and the use of the standardized techniques so far as these are available and applicable. Although it is impossible to reduce the interview process to a set of formulas and rules, there are guideposts which will enable the interviewer to accomplish his mission. Some of

the abilities for successful interviewing come naturally after a period of trial and error, but high competence is approached only by conscious attention to details of method. Perfection of techniques comes from experience, directed training, and study. Subsequent paragraphs of this pamphlet will be devoted to the methods and techniques of conducting Army interviews.

9. Techniques of Interviewing

- a. *Broadly speaking there are two categories of techniques.* They are the directive and nondirective types.
- b. *Directive technique.* The directive technique is a method of interviewing in which the interviewer guides the course of the interview. Interviewers often use the directive technique to aid interviewees to understand themselves, obtain objective perspectives, and improve their personal adjustments. This technique is distinguished by—
- (1) frequent participation on the part of the interviewer.
 - (2) emphasis on the influence of past actions on present behaviors.
 - (3) seeking specific information.
 - (4) making interpretations and judgements.
 - (5) varying of the pace by the interviewer.
 - (6) the use of probing questions.
- c. *The nondirective technique.* The nondirective technique is a method of interviewing in which the interviewee does most of the talking and finds solutions to problems with a minimum of assistance from the interviewer. The nondirective approach is characterized by—
- (1) avoidance of “yes” and “no” questions.
 - (2) use of questions calling for narrative type of responses.
 - (3) emphasis on the present rather than the past.
 - (4) frequent use of the silent question.
 - (5) reflection of the interviewee’s comments.
 - (6) viewing the interviewee from his frame of reference instead of the interviewer’s.
- d. *The mixed approach.* The mixed or combined approach is one that borrows from all fields. Army interviewers are urged to use this method inasmuch as both the directive and nondirective approaches have something to offer. They are urged to use the approach that is suited to the occasion and the interviewee. It is the responsibility of Army interviewers to get appropriate information and critical data, and evaluate them. In order to accomplish this, Army interviewers must get the interviewees to talk. Whatever technique enables the interviewer to do this effectively is a good one.

10. Types of questions

The question is the most indispensable tool of the interviewer. It is essential, therefore, that the Army interviewer be most familiar with the different types of questions needed to elicit the kind of information and data required. No set form of questions will be satisfactory for every interview, however, the following types are applicable in many interview situations.

- a. *W-question.* The W-question, when coupled with “how,” constitute the most valuable tool of the interviewer. The “What,” “When,” “Where,” “Who,” and “Why” type questions fit most interview situations. They are brief, direct, and to the point such as, “What skill was needed?,” “When did you do that?,” and “How much experience was required?”. Primary uses of the W-questions are to get detailed answers, to determine missing information, and to save time.
- b. *Leading questions.* A leading question is one which is worded so that it encourages the respondent to give the answer that he thinks the interviewer wants. Leading questions may be used to open up a new line of inquiry or to make a suggestion or indicate a desirable answer. They may be used also to control the content of the interview. Because of the nature of leading questions, it is essential that Army interviewers use them with extreme care.
- c. *Probing questions.* Probes are questions used to get information in addition to that given in response to a general question. Probing questions are of tremendous value in obtaining additional information about an interviewee’s interest in, preparation for, and participation in, an activity, or a speciality which shows some promise of having a military application.
- d. *“Yes”—“No” questions.* In most interview situations, it is essential that questions answerable by “Yes” or “No” be used sparingly. There are times in the interview situation when the “yes”—“no” questions are of inestimable value to the Army interviewers. They may use “yes”—“no” questions to commit the interviewee, or close up one phase of an interview. Unless formulated with care and used with skill, “yes”—“no” questions will extend the interview, fail to elicit the data needed for accurate evaluation, and generally result in an unsatisfactory interview experience.
- e. *Alternative questions.* The alternative question may be used to force a decision by the interviewee, or for disposing of one topic and turning to another. Such question as, “Which do you prefer?,” or, “if not, what will you do?,” will serve to control the interview and focus attention upon the point at issue. Extensive use should be made of alternative questions in problem solving situations or where several possibilities for action are available to the individual. In such cases, the interviewer should, by a series of alternative questions, make sure that each possibility for

action receives consideration. Once a satisfactory solution is arrived at, the interviewer should assure its acceptance by means of a confirming question such as, "That just about settles that, doesn't it?"

f. The silent question. Silence for brief periods has its place in the interview. It gives the respondent a chance to think and evaluate what has been said so far, it also gives him opportunity to recall the information you are seeking, to consider the question and to be sure he understands it. Permitting a reasonable amount of occasional silence is a good technique. It gives the individual a chance to express his attitudes and whatever feelings he may have regarding any phase of his Army experience. Getting this information will enable the interviewer to correct misunderstandings and help the individual to develop insight into his own interests, aptitudes, abilities, and desires.

g. Situational questions. The primary purpose of the situational question is to encourage the individual to talk about hypothetical problems in order to reveal his knowledge and understanding of them. Simulated situations, related as nearly as possible to reality, may be presented to the individual for discussion. The question is "What would you do?". To be effective such questions must be derived from actual experience and must be put to the individual in a manner that he will be able to comprehend their meaning and the several implications of the problem presented for solution. Situational questions are usually followed by questions such as "how?," "Why?," "To what extent?," and "Under what circumstances?". The interviewer should guard against using questions intended solely to pin down a particular answer or to put the respondent "on the spot." The person being interviewed should be free to discuss the problem in his own manner but without evasion of the issue so that he may have full opportunity to reveal his probable response in an actual situation. The interviewer should be discerning but not cunning.

h. Summary questions. Summary questions are commonly used to close an interview, however, it may be advisable to summarize the several phases of an extended interview. Typical summary questions are: "Have we covered the main points?," and "What conclusions have we reached?". The individual's ability to summarize is a test of a good interview. A good summary will serve as a basis for any recommendation the interviewer may have to make.

i. Questions for clarification and reflection. This type of question is essentially a "mirroring" of the interviewee's answers. Emphasis is on the feeling of what is being expressed rather than on specific content. The interviewer captures and clarifies the essence of what the respondent says and reflects it. Judicious use of reflection and clarification will result in an increased feeling of acceptance by the respondent and in an elaboration on what he has been discussing. The interviewer confines his reflection and clarification questioning to the individual's frame of reference and permits it to go only as far as the individual goes in his discussion. The interviewer reflects only the immediately preceding interviewee statement, and not something that was said much earlier, or that he anticipates will be said. In the reflection and clarification type of questioning, the feeling and intent of the respondent are reflected and clarified; it is his frame of reference that is used. Effective reflection and clarification call not only for accuracy of content, but also recognition of the proper intensity of feeling. An example follows: Respondent: "I like having responsibility best." "I really enjoyed myself and felt alive when I had responsible things to do." Interviewer: "You would be unhappy in a job without a lot of responsibility?"

j. Interpretation. In interpretation the interviewer gives a reason for a feeling or action, connecting past and present behavior, feelings, and attitudes. Since interpretation often comes as a revelation to the respondent, it is essential for him to be ready to receive it. His readiness depends on the relationship with the interviewer, the adequacy of personal adjustment, his degree of insight and other aspects of personality. When the interpretation is correct, the interviewee sees connections between memories of the past and his present attitudes and behavior. Effective utilization of interpretation requires insight and skill. Typical examples are:

Interviewee: "I am interested in going overseas because I can get a better job and earn more money."

Interviewer: "You mean that you could not do as well here in the States?"

Interviewee: "I have been well received. I do my work well, no complaints, but things could be much better in a way."

Interviewer: "You mean you are sort of left hanging."

Interviewee: "I wouldn't put it that way. They like me and give me proper duties, I like the people but not the setup there."

Interviewer: "You like everything but the setup?"

11. Conducting the Interview

Basically the interview is a communications system. It involves the transmission, reception, and translation of messages. There are no set rules, maxims or formulas that insure success in the interview process. Techniques and procedures that work well in one case may be entirely inappropriate in another. There are some techniques in addition to the general considerations presented above that are applicable in many interviewing situations and may serve as useful guides to avoid mistakes and conserve efforts. Just as a workman must have an adequate assortment of tools so must the interviewer be equipped with adequate devices for the accomplishment of his purpose. The following specific techniques are suggested to serve as basic equipment for handling individual cases and for meeting special difficulties as they arise.

a. Prepare in advance. Advanced preparation is basic to the conduct of a successful interview. The interviewer assembles and studies information pertaining to the individual to be interviewed. In addition he obtains materials for the interview such as papers, pencils, and whatever forms or records that may be pertinent to the interview. The

interviewer checks the interview office to ascertain that it is properly heated, lighted, and ventilated. If the interview is to be conducted outside, the interviewer selects an area which provides for privacy and in which the respondent can be made reasonably comfortable. The interviewer establishes the objectives of the interview, decides on techniques for achieving the objectives, sets time limits within which to conclude the interview, and prepares a list of questions to guide the interview.

b. Open the interview. The interview should begin promptly, but not abruptly. After he has introduced himself, the interviewer should state the purpose of the interview. If the interview is initiated by the respondent, the interviewer should work with him in defining the problem. It is the responsibility of the interviewer to take the lead in establishing a relationship of mutual confidence. He does this by showing acceptance, letting the interviewee feel that his ideas are important, and that the interviewer is interested in hearing and discussing them. The respondent is made to feel at ease, that is, free to express his ideas unhampered by the ideas, values, and preconceptions of the interviewer.

c. Define the problem. The first step in solving a problem is to determine what the problem is. It is essential that the interviewer and the interviewee have the same understanding of the problem. If the interview is initiated by the interviewer, it is the responsibility of the interviewer to outline the problem area to the interviewee. When the interview is initiated by the respondent, the interviewer through skillful questioning, gets the interviewee to define the problem. Definition of the problem should eliminate irrelevant factors and focus the discussion upon the immediate difficulty. If the respondent can state just what the problem is with reasonable accuracy, he is ready for the next step.

d. Size up the individual in the early stages. Appearances are often deceptive, however, to insure a good start and to place the conversation upon a level that will command respect of the interviewee, it will be necessary to appraise major aspects of his personality early in the interview. Such factors as age-group, apparent physical vigor, mental aggressiveness, and military bearing are readily discernible. With these and similar background factors in mind, the interviewer may formulate a general impression which will enable him to adjust the manner of approach to the educational and cultural level of the individual.

e. Be selective and flexible in use of techniques. The skilled interviewer varies his techniques. He remains flexible. The interviewer uses the type of approach that is suited to the occasion and the individual being interviewed. Respect for the integrity of each person and his competence in the area of his specialty is an essential feature of every interview situation. Maintenance of this attitude is of the utmost importance for the Army interviewer. An Army interviewer has contact with individuals with markedly differing backgrounds, outlooks, interest, and educational levels. For example, the point of view and interests of the rural individual will vary widely from those of an individual whose experiences are mainly urban. Professional people and other college graduates in general, who have acquired their proficiency from extensive training in schools, will differ in their attitudes from technicians who learned their skills through job experience in practical job situations. Experienced soldiers differ from recruits. The skillful interviewer will recognize these differences and adapt techniques accordingly. He will use language that is understood by the least sophisticated respondent involved and at the same time avoid the appearance of over-simplification. In other words, meet the interviewee at his own conversational level.

f. Speak in a well-modulated normal tone of voice. It is not only what you say that is important but how you say it. The inflections of your voice, your gestures, facial expressions, and choice of words all add meaning to what you say. Good diction and clear enunciation can be cultivated but not attained without conscious effort.

g. Get the interviewee to talk. Normally, interviews are conducted to get information. In most instances, the interviewee is often the most reliable source from which the desired information can be obtained. It is the interviewer's responsibility to establish a basis on which the interviewee will be free to talk without fear that his confidence will be violated. The next step then, is to permit the respondent to tell his story in his own words without interruption. After the interviewee has completed his narrative, the interviewer may obtain additional information by means of a direct question. The skilled interviewer induces interviewees to talk by varying the type of questions and employing any one of several techniques such as restatement of an answer, clarification and reflection, interpretation, and short periods of expectant silences. Valuable though techniques may be, it must be remembered that they are not substitutes for establishing and maintaining the proper climate of warmth, interest, acceptance, and understanding.

h. Get the facts. It is the responsibility of the interviewer to get reliable information and get all of it that is needed. He must take the initiative in exhausting the resources of data that can be brought to light. Some of these come easily in the form of specific verifiable statement of fact, but many are merely clues or signs which must be interpreted and verified.

i. Listen. It is the interviewer's responsibility to get all the information on which to base decisions, solve problems or make recommendations. To get all the data he must listen. Listening is not a passive process. In active listening the interviewer, (1) thinks ahead, (2) weighs the points, (3) reviews the ground covered, and (4) searches for "between the lines meaning." Good listening implies a genuine interest in what the individual has to say. Even if he rambles, listen. It has been stated that, "Listening controls the flow of information in more ways than one. It determines the amount of information that will filter in from what the interviewee is saying. But less obviously—and more important—the quality of listening can actually control another person's ability to talk."

j. Lead without show of authority. The Army interviewer is in a position of leadership. He is responsible for conducting the interview upon a level of thinking that is adapted to the background and intelligence of the interviewee. He will adjust the tempo of the conversation to the mental alertness and speed of the person being interviewed keeping

constantly in mind the primary objective to be accomplished. He will give the interviewee plenty of time to answer questions without being hurried. The interviewer will retain the leadership position without becoming authoritative. He will evidence a sense of understanding and objectivity but retain firm control over the interview. The tenor of the interview should be directed toward relaxing the tense respondent. He uses the techniques of reassuring the interviewee only to the amount and degree commensurate with the interviewee's level of tenseness. Through his alert, yet relaxed manner the interviewer can instill confidence and at the same time command the respect and cooperation of the interviewee.

k. *Retain control of the interview.* The interviewer, not the interviewee, is in a position to lead the discussion and to direct it unerringly to the purpose in hand. He must maintain the control at all times. If the person being interviewed tends to assume dominance or to become evasive, he may be brought back to the point of the conversation by a brief question of fact or other pertinent questions which he can answer by "yes" or "no". It is to be remembered that for each interview there is a definite purpose to be accomplished and a limited time in which to do it. Digressions such as stories, personal recollections, and the discussions of current events are a waste of time unless there is some definite reason for them.

l. *Broaden area of thinking.* The interviewer must be responsible for the inclusion of all the factors which should be considered before making a decision or before accepting a proposed plan for action. He will therefore approach the subject of an interview on a broad, general basis with respect for all of its several ramifications and implications. In the process of getting information, he should vary the types of questions and follow chance leads which may open up new and unsuspected areas for exploration. Whenever possible, he should suggest alternative proposals and solutions for consideration and introduce new topics for discussion. When a sufficient array of facts in general has been obtained, he should narrow the scope of inquiry to its important specific details.

m. *Explore incidental items.* Often a very small or even obscure item of information may be of critical importance. The interviewer should therefore take pains to follow up implied leads which may have military application even though the interviewee may be unaware of their significance. Whenever an unusual or unique skill is discovered, the individual should be questioned in detail to determine the extent of his participation in the activity and the degree of proficiency attained. The use of probes is most appropriate in such a situation. It is the interviewer's responsibility to uncover training and experience that the Army can use to accomplish its mission. Only persistent questioning will reveal rare skills which the Army needs to accomplish its mission. Fertile fields for extended inquiry and exploration are high school and college experience, trade school training, prior employment, avocations, and sports. Thus, it is not enough to know that an individual is a college graduate or an all round tradesman. Before the individual's training and work experience can be classified, it is necessary to determine what courses he took in college that apply to any military occupational area, or what particular skillful operational duty did he perform that has a military counterpart. Questionnaires and record forms are inappropriate devices for eliciting information about hard core skills. This is a job for the Army interviewer.

n. *Suggest alternative solutions.* The interviewer should guard against snap judgements or too early acceptance of a readymade solution. Except for "yes" and "no" answers, any number of alternatives may be available and appropriate. If the individual announces a decision or expresses a strong preference for a particular solution, a suitable question would be, "That is fine but have you considered (here present any other plausible solution to the problem)?" The next question may be, "Are there any other possibilities?" Unless all reasonable alternatives are explored the individual may not be satisfied in the long run and may feel that he has not had a fair chance. Improbable alternatives may be ruled out at once and thus the choice will be limited to those courses of action which offer some promise of success.

o. *Consider the implications of any choice made.* At this stage of thinking the relative merits of the different proposals under consideration should be evident to both participants. The interviewer should encourage the respondent to weigh carefully each course of action against the others considering both advantages and disadvantages in the light of the interests, aptitudes, and special qualifications of the individual. Interviewees may be induced to do this type of critical thinking by asking such questions as, "Are you ready to meet an emergency that may arise?" and, "Will you be any better off?" After such thought provoking questions, the respondent may find it advisable to abandon the initial solution and select another alternative.

p. *Give information appropriate to the occasion of the interview.* The exchange of information is inherent in the interview situation. The interviewer will unhesitatingly give information to the best of his ability. This procedure should apply to any interview regardless of its primary mission. When an interviewee asks a direct question relative to any phase of the topic under discussion he is entitled to a direct answer. If the information is not readily available, the interviewer should, when possible, refer the individual to someone who can provide it.

q. *Make sure that the data is correct.* Whenever the Army interviewer gives out information, what he says is usually interpreted as being an official statement. It is important that the information be accurate and in a language that the interviewer can understand. It is a common error to assume that the information is generally known. When in doubt about the accuracy or completeness of information, use Army regulations and other source references to be sure the information is not slanted. Give him all of the facts available as shown by official regulations but avoid personal interpretation.

r. *Ask only one question at a time.* The interviewer should lead the conversation by means of well directed

questions. Queries should be presented in logical sequence, and one at a time. When a question is put, allow sufficient time for the individual to answer in his own words. If the answer is satisfactory, proceed promptly to the next question.

s. Formulate easily understood questions. Questions used in the interview must conform to the shared vocabulary of the interviewer and the interviewee. Questions and manner of expression are shared in the sense that there is a common basis for understanding. The wording of questions may profoundly affect the answers given. The interviewer should avoid the use of big words, technical phrases, and coded expressions since these will only confuse the individual who is not accustomed to their use. Whenever possible, the interviewer will use concrete terms instead of abstractions and generalizations. If a question is misunderstood, the interviewer should rephrase it to eliminate the doubtful words. In some cases, it may be advisable to break down the original question into two or more subquestions within the range of comprehension of the respondent.

t. Restate the answer. Restatement is a technique that is used to keep the interview running smoothly, vary the manner of questioning and aid in making the conversation an easy and lively one. In restatement, the interviewer repeats the answer and says, "Is that right?". If the answer is incorrect or inadequate the interviewee has opportunity to clarify his meaning and perhaps to give additional pertinent information. The confirming question may follow a brief summary of a preceding phase of the conversation.

u. Make tentative evaluation during the progress of the interview. Throughout the interview the questioner will be making judgments. This is essential to effective covering of pertinent subject matter. The best time to evaluate a fact is when it is stated although reevaluation may be necessary in the light of other facts later discovered. The interviewer should be sure that each judgment is based upon facts.

v. Check available objective data prior to final evaluation. Subjective judgments, based upon observation of the individual during the interview and analysis of his answers to a limited number of questions, may at best be misleading. Before rendering a final judgment, therefore, the interviewer should check his observations against available objective data such as test results and the record of past performance shown on the individual's qualification record and other pertinent records. This is especially true when the apparent results of the interview are unusually favorable or unfavorable. When the subjective judgment of the interviewer, is inconsistent with reliable data, these must be reconciled in the interest of fairness to the individual.

w. Make decisions promptly. At times during an interview and afterwards, the interviewer must make decisions. These should be made clearly at the time with definite reasons for each of them. When it becomes necessary for the interviewer to "make up his mind," he should make a positive decision, and thereafter proceed upon the basis of the decision made. For this reason, the interviewer must be sure that his decisions are based on properly evaluated information.

x. Record data. Record all pertinent data, promptly, and openly. Thoroughness in recording information is essential. The interviewer should constantly bear in mind that other persons who will have occasion to use the recorded data, will not have the opportunity of personal contact with the individual and must, therefore, rely upon the written record. When he has to record data on such personal forms as the Qualification Record and the POR Checklist, the interviewer must be thoroughly familiar with the regulations governing preparation of these forms. Make notes when necessary in plain view of the interviewee. When the interviewer takes notes with ease, the respondent will accept it with ease. Complete all necessary recording immediately after the interview.

y. Summarize. In most cases before concluding the interview, a brief summary of what has been accomplished is in order. The summary may be oral from notes taken during the interview to point out significant facts obtained and to verify them with the interviewee. The summary may also be used to indicate decisions reached, and courses of action established. If written, the statement should be read to the interviewee with appropriate questions such as "Does this adequately describe your qualification?" or, "Is this satisfactory?"

z. Propose a course of action. The immediate question is what to do next. At this point the interviewer, because of his knowledge of Army procedures, may outline or assist the interviewee to develop and put into effect a plan of action. If there are forms to be executed an interviewer should, when possible, assist the individual then and there to prepare them. If action cannot be initiated, then he should refer the individual to the official or responsible agency in order that the individual can act promptly.

aa. Terminate the interview. When it is apparent that the purpose of the interview has been accomplished, the interviewer should take steps to close the conversation and dismiss the interviewee in a graceful manner. If appropriate, the conversation may be returned to general topics governing the same rules about suitability of subjects as held for the opening remarks. In all cases the interviewee should leave with a feeling that all of the factors pertaining to his case have been considered and with a conviction that he has had an intelligent and sympathetic hearing.

12. Procedures for evaluation

a. General. In the majority of interviews, judgments of personality as well as of qualifications are continually being made. The process is complex and difficult. Having obtained extensive data the interviewer is faced with the task of putting them together into a meaningful whole. This involves among other things, comparison on an objective basis of specific qualifications held by an individual with the job specifications of a military occupation area or speciality. The interviewer should approach this kind of situation with an open mind and attempt, to the best of his ability, to weigh each qualification of the individual judiciously against Army requirements without regard for personal prejudices and

bias. Decisions must be based on the individual's specialized knowledge, technical training, levels of achievement, specific skills, and special attainments. In addition, evaluations should reflect the individual's qualitative characteristics such as level of aspiration, willingness to accept responsibility, reliability, and verbal facility. Extreme care should be exercised to assure that evaluations are based upon directly observable and inferential data. The following suggestions will be helpful as guides for the interviewer in evaluating the major qualifications in relation to Army jobs.

b. Education attainment.

(1) The highest level of civilian education attained by the individual is a primary factor for evaluation of educational background since it measures, to a degree, the ability to absorb training. The successful completion of high school or college training is evidence of ability to learn even in unrelated areas. For most purposes it is not necessary to inquire into the nature and amount of prerequisite training. If the individual has a college degree, it may safely be assumed that the institution conferring the degree has adequately evaluated his preliminary training. In a similar manner, it is not necessary as a rule for the interviewer to attempt an evaluation of institutions of higher learning since the academic standing and scholastic integrity of these institutions have been established by recognized accrediting agencies. If additional information as to the character of academic training is required, recourse should be had to the individual's transcript of high school or college credits.

(2) Character and extent of specialization is the second most important item for evaluation of educational attainment since it is a measure of interest as well as ability to perform in well defined areas. In many instances, the Army will be concerned with the type of vocational specialization and even in individual courses which qualify for definite duties. It should be recognized, however, that institutions of higher learning do not commonly train for specific Army jobs and that individuals with general training of high grade can usually adapt to specialized jobs without difficulty. Furthermore, it is not safe to assume because a person has been trained in a certain field that it is a suitable and desirable one for him. The extent of interest the individual has shown in the several types of his previous education or training and the success with which he pursued the activity must also be considered.

(3) Vocational and professional courses are of primary importance for determining technical qualifications and proficiencies in occupations requiring extensive preparation. Many individuals plan their educational careers to obtain a broad basis in general subjects followed by vocational specialization. In other cases, the individual, through lack of interest or for economic reasons, may elect vocational courses at an early age. These latter are commonly in limited fields and at lower levels of performance although the degrees of proficiency acquired may be outstanding. For evaluation of such courses, consideration should be given to the stage of training at which the course was taken, its length with reference to the area for which trained, and whether or not the taking of the course did actually result in employment of the individual. Each vocational and professional course should be evaluated on its own merit and only with reference to its applicability in an Army situation.

c. Occupational experience.

(1) A complete work history of the individual including all jobs held, some description of the duties performed, the length of time each job was held, and whether or not the individual worked as a supervisor or under supervision must be obtained before evaluation can be made. Preliminary information should be recorded on a scratch pad. Information can best be secured by covering the most recent civilian employment first and then proceeding in reverse chronological order through each separate job held until the first employment is determined. The individual should be questioned only on what he actually did, not what he thinks he can do or what he would like to do. In order to draw out details and to verify employment he may be asked to describe the specific duties performed, the tools he used, how the work was organized, what types of products were produced, what materials he worked with, and what special skills were required. For example, any professional worker should be questioned as to the types of cases he handled and whether or not he worked independently or as assistant to another person; office workers should be questioned as to the machines operated, if any, and the types of records maintained; and, a farm hand should be questioned in detail as to the types of farm equipment such as tractors, grinding tools, grain combines, and bulldozers, he can operate. After the complete occupational history has been obtained, the interviewer may proceed to a more detailed analysis of its component parts.

(2) The DOT (Dictionary of Occupational Titles) has two primary uses for the interviewer:

(a) To determine the appropriate job title and code number which most nearly describes an occupation when the duties performed by the individual are known. Because of the wide variety of job titles used in business and industry to identify job classifications, the DOT is prepared to provide a common nomenclature that will be understandable in all situations. With an adequate description of duties and the name of the job in any particular organization, the interviewer may search volume I of the DOT until he finds a title the definition of which reasonably well describes the duties actually performed. Care should be exercised to select the most appropriate definition. When no appropriate job title can be located, the interviewer should explore volume II of the DOT to determine an area or subgroup of occupations which most nearly applies. The accompanying title and code number can be used for selection of individuals with a desired occupational background and as a guide for the evaluation of occupational experience.

(b) To determine the duties which an individual identified by a given job title can probably perform and the skill levels he may be expected to possess. This should not imply that the individual can perform all of the duties set forth in the definition. Once the job, as described by the individual, has been reduced to a job title found in the dictionary, the individual's experience can be more accurately identified. Using the definition as a guide, the interviewer may

check with the individual the various aspects of his former job about which he should give information. This process of working through the dictionary definition recalls to his memory many important factors of the job which he would otherwise not be able to call to mind. It may also suggest to the individual certain other duties, not described by the definition, which he actually performed. In this manner a more accurate description of the duties can be prepared and recorded in terms that will be commonly understood.

(3) Familiarity with the DOT can be acquired by constant use. From experience, the interviewer will become familiar with the more common occupations and industries. Whenever an individual with unusual qualifications is found, the interviewer should endeavor to obtain complete and accurate information. In this manner his knowledge of civilian occupations and jobs will be increased materially.

(4) The determination of the main and second best civilian occupation is the most significant consideration for evaluation of work experience. This can be done easily when employment has been meager or when the individual has been predominantly employed in a single occupation. If the individual has been employed in more than one occupation or has made considerable progress in an occupational area, each factor of employment must be considered to determine the occupation which most nearly represents his highest abilities. Normally the last job held may be taken as a measure of occupational attainment provided it is substantiated by a consistent pattern of promotions. Other factors involved in the choice are the length of time employed on each job, the techniques and skills required, and the degree of authority and responsibilities exercised. In some cases, such as professional and scientific work, the character and amount of training required to qualify for the job may outweigh all other considerations.

(5) In most jobs, a close relationship exists between training and experience. The interviewer, therefore, will want to evaluate the training received by the individual in preparation for employment as carefully as previous job experience. Important considerations are the type of institutions in which the training was taken; whether it was general preparatory, trade and industrial, technical, engineering, "on-the-job," or correspondence study; the length of such training, and whether or not it constitutes a consistent program of progressive preparation for an advanced job. In many cases the training possessed by the individual is his principal qualification for a job. The interviewer will also want to consider training as an indication of upgrading since the complex jobs in industry present high requirements in terms of technical knowledge. In such cases the training courses which supply this additional technical knowledge are of the utmost importance. Moreover, the completion of training courses taken in preparation for advancement is a valuable evidence of motivation and interest.

(6) Avocations and hobbies are important because such activities tend, in a limited number of cases, to develop skills which may be of unusual significance in a military situation. They are also an excellent index, of a person's interests. For example, a person who has enjoyed precision bench work such as repairing jewelry, watches, and clocks has used delicate tools and probably has high finger dexterity. Individuals who have participated in sports such as skiing, boxing, trap shooting, motorcycle racing, and the like may be exceptionally well qualified for related military operation. In the use of hobbies as a classification factor, care should be exercised to assure that the activity is one in which the individual has participated to an extent that he has acquired some technical knowledge and proficiency that have potential utility in the Army. The reliability of a hobby or leisure time activity can be determined best by probing into such matters as how long has he engaged in it, what equipment and tools has he used, has he made any money at it, and would he, if given an opportunity, choose a job in which he could use his hobby.

d. Personal Characteristics. Various personal factors such as quality of speaking voice, personal appearance, bearing and manner, mental alertness, maturity, and the ability to adapt in social situations are prerequisites for assignment to certain types of Army positions. The interviewer himself is a case in point. These qualities are extremely difficult to evaluate because of varying opinions and tastes. The best evidence that a person has desirable personal characteristics is his effectiveness in situations which require them. The interviewer should, therefore, question the individual regarding experiences in which he has demonstrated possession of the desired character trait. Examples are: "Have you ever sold goods in a department store?," "Did you ever take part in discussion groups in college?," and "Have you ever supervised the work of others in a civic organization?". The interviewer should minimize such tendencies as exaggeration, loose statements, or even attempts to deceive in the effort to make a good impression. When all of the facts are in, he may weigh each reasonable implication of them upon its merits.

Section IV

Some Things Not To Do

13. General

Interviewers are likely to get into bad habits. For the most part they are trivial faults that can be easily corrected. If they are not corrected, they will interfere with the efficiency of the interviewer.

14. "Do Nots"

The following "Do Nots" are typical instances of objectionable practices common to many beginners and some experienced interviewers. The list is not exhaustive. It will suggest to the reader other deficiencies which may, with some attention, be eliminated to his advantage.

a. *Do not sit on the edge of the chair.* This gives an impression that you are impatient with the interviewee and anxious to be rid of him. He is likely to withhold information in order to terminate the interview as soon as possible.

b. *Do not fidget.* Pronounced and unnecessary body movements, or frequent handling of desk material limit the ability of the interviewee to concentrate on the interview. Fidgeting indicates uncertainty or lack of assurance.

c. *Do not waste time.* For satisfactory results it is essential that the interview proceed with dispatch once it is started. The interviewer who wastes time runs the risk of letting the interview lose direction. In order to prevent this, it is good practice for the interviewer to keep his thinking a little in advance of the respondent.

d. *Do not hurry the interviewee.* It is unwise to hurry the interviewee. He requires some time to get accustomed to the situation, to learn to feel at ease, to get ready to talk. The perfunctory, hasty interview in which the interviewee feels the pressure of time is worse than no interview at all.

e. *Do not imply answers to your questions.* Experienced interviewers avoid leading questions. Often the interviewee recognizes what the interviewer wants and slants his responses in the desired direction. As a result, the information thus elicited may or may not be of any value.

f. *Avoid or limit use of the pronoun "I".* The "I" pronoun is customarily used to express an opinion or relate a personal experience. The interviewer should give the facts or quote regulations. This precaution should not preclude use of the pronoun when applicable. For example: "I don't know."

g. *Do not carry a patronizing attitude.* The Army interviewer comes in contact with people from all socio-economic levels. In an effort to be helpful, the interviewer must maintain a climate of mutual respect. It is not necessary for the interviewer to look down on the interviewee, or expect the interviewee to look up to him.

h. *Do not ask unnecessary personal questions.* In the normal Army interview, questions pertaining to religious or political opinions, and attitudes upon matters of morality are of no concern to the interviewer. Exploration or inquiry into them unless absolutely necessary, may properly be interpreted to be an unaware invasion of privacy.

i. *Do not antagonize.* Accurate information cannot be obtained by antagonizing the interviewee. The interviewee may not respond to a question because he misunderstands it, finds it too painful to answer, or wishes to withhold information. Experienced interviewers avoid arguing with respondents. They seek to show him how the information relates to the conversation. Normally, a demonstration of sincerity, warmth, respect, and friendliness is the appropriate approach.

j. *Avoid shrewdness and cleverness.* It is safe to assume that the interviewee wants to realize the joint purpose of the interview and will relate the facts as well as he can. When the interviewer attempts to be more clever than the interviewee, he forgets that the interviewee is usually trying to accomplish the same purpose in reverse and he may succeed. It becomes difficult for the interviewer who resorts to trickery and deceit to discriminate between truth and deviations from it.

k. *Do not make decisions for interviewees.* In interview situations involving personal choices or problems, the interviewer should not make the decisions. It may be easier for the interviewer to hand out the decision than to let the interviewee examine all the facts and then select a course of action but it is not necessarily reliable. The interviewer may make the decision without proper evaluation of the information. Then to, decisions made by the interviewee's frame of reference. Decisions must be based upon full knowledge of all the facts including personal factors and aspects of educational and occupational history of the individual that can hardly be known to the interviewer in the brief time of an interview. The interviewer should, therefore, avoid such expressions as "The right thing for you to do is . . .," or "This is what I would do if I were in your place." He should rather attempt to develop the individual's understanding of abilities, aptitudes, and interests, give him adequate information about opportunities in the Army, and refer him to agencies or individuals who can help him to work successfully toward an assignment in which he can contribute most to the Army and to his own career.

l. *Do not make a promise to an interviewee.* The interviewer should not be committed to a course of action after the interview is over. Too often, something interferes with fulfillment and that will lead without exception, to discontent, low morale, and unfavorable publicity.

m. *Do not commit the Army to a program of action.* Basic policies of the Army and procedures for their accomplishment are shown in official publications. The interviewee may be assured that his case will be handled in accordance with applicable regulations and by competent officials. To predict the outcome in any individual case is unnecessary and unsafe.

Section V

Interviewer

15. General

Interviewing is such a dynamic and complex activity that many diverse abilities are needed for its adequate accomplishment. Every interview situation differs from every other one and calls for application of different character and personality qualities. There are, however, some qualities which are fundamental to the interviewing situation. To a

considerable degree these qualities can be acquired through training and experience or developed to a greater degree of effectiveness if already possessed.

16. Personal qualities

The following are some of the qualities in which any interviewer may make improvements through constant self-analysis and appraisal of his resources. This list of qualities may be used as a guide for the selection of interviewers or by experienced interviewers to improve their effectiveness.

a. *Personal appearance.* The personal appearance and personality of the interviewer should create a good impression. His uniform should be neat and appropriate for the occasion. Its wear will be as prescribed by current regulations and directives. The interviewer should be friendly yet businesslike. He should conduct interviews in a dignified manner with respect for the courtesies which good military bearing implies. Personal appearance can be improved by emphasizing those details of personality and dress which favorably impress others and by minimizing physical defects and characteristics which distract the attention.

b. *Freedom from bias.* Each mature person, over a period of years collects a fair quota of likes and dislikes. They may grow out of personal experience or may be transmitted to us by parents, teachers, and friends. In like manner, most persons have built up attitudes about religious beliefs, morality, and justice. Such attitudes when based upon emotion rather than reason, are commonly called biases. Few persons are without them. Indeed, they serve important and useful functions when decisions must be made quickly and the acceptable response is predetermined. Unfortunately, the interviewer, for the most part, is not in such a position. His decisions must be based on fact and supportable evidence. He must, therefore, examine his attitudes and beliefs minutely to determine which ones have a rational basis. Once he has discovered those attitudes and beliefs that are rooted primarily in emotion, he can guard against being influenced by biases that are contrary to fact.

c. *Sincere interest in people.* Genuine interest in people is a personal quality which can be developed by associating with people from all levels of social, economic, and cultural status, and by developing an understanding and sympathetic appreciation of their interests and problems. The interviewer is in an unusually favorable position in this regard because of the variety and character of individuals who come under his observation. One device which will be helpful is to attempt to discover some favorable quality in each person interviewed, discounting prejudices and obvious faults. A second technique is to show the interviewee that he is accepted as a person. Demonstrating empathy is another way of showing interest in an individual. When the interviewer shows acceptance he makes it easier for the interviewee to talk, when he demonstrates empathy, he is able to pick up the talker's feelings and respond to them in appropriate terms. By showing an interest in the respondent, the interview develops an increased capacity for gaining the respondent's confidence and assuring his cooperation.

d. *Ability to meet people.* The good interviewer develops a personality and approach which will enable him to make friends. To do this he must cultivate emotional self-control and tactfulness. He must possess personal dignity, be courteous, serious, and conscientious. A mastery of these attitudes will enable him to convey to others the sincerity of his purpose and will gain him wholehearted cooperation. Above all he must avoid incidents which stimulate dislike. Most persons improvise their own devices for greeting new acquaintances, leading an interesting conversation, and being a good listener. When these devices become stereotyped or flat, they will become less effective and should be replaced. The interviewer may try new methods of approach to elicit a topic for discussion that will be of common interest and thereby improve his ability to meet people and gain their confidence.

e. *Broad knowledge of civilian and military occupations.* Classification interviewers and officers charged with the responsibility for assignment of individuals should continually strive to learn more about civilian occupations which are adaptable to Army usage. There are three primary sources of information, the Dictionary of Occupational Titles (DOT), AR 611-201 and AR 611-202. Because of the wide range of civilian occupations and the high degree of specialization in industry, the location and identification of specific data about civilian jobs must be limited largely to the use of these sources. The DOT is therefore, the bible for the classification interviewer. He should be thoroughly familiar with the techniques required for spotting the DOT code which most nearly represents an occupational area which corresponds to the work history of the individual. With reference to military occupations, the range of specialization is not so broad. However, an exact understanding of the military code structure is essential. Special attention should be given to the occupational structure of MOS codes as represented by the first three digits.

f. *Enthusiasm for the Army.* In order to sell a product effectively, a salesman must believe in the utility and superior merits of his goods. With reference to the Army, this implies more than passive patriotism or the acceptance of it as a necessary service. A genuine appreciation of what the Army stands for and its contribution to civilian welfare comes from knowledge of its occupational structure, the duties performed by its personnel, the qualifications required and the opportunities for training it offers. With these in mind the interviewer will develop an enthusiasm for military service that manifests itself in an attitude of deserved pride of service and inspires high morale among associates. Without it, the interviewer cannot hope to convince others that service in the Army is worthwhile.

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